

DEVELOPING ADULT EDUCATION
IN MISSOURI VALLEY

BY

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CHAPTER I

INTRODUCTION

Importance of the Problem

The rapid induction of scientific and social change in the last century has brought an avalanche of technical details, elaborate articles in everyday living, a highly competitive economic situation, and volumes of involved information on laws and taxes and survival. In order that the adult in our society may enjoy a dynamic life, he must provide himself with means of keeping abreast of the change. The adult needs the facilities and guidance provided by a school-centered adult education program.

Purpose of This Study

The purpose of this study was to discover sound principles essential to the development of a lasting program of adult education in the town of Missouri Valley, Iowa; then establish an adult program and observe it in action. It is hoped this study will serve a useful purpose to those interested in developing adult education programs in their own communities.

Methods of Developing the Study

The methods of approaching the problems in this study were the step-by-step procedures as listed: (1) an analysis of the movement of adult education through the study of the history of adult education, (2) a review of the literature in the field together with other studies and an examination of programs in use by other communities, (3) an investigation of the community of Missouri Valley; the people and the agencies of a civic nature within the community, (4) the drawing of guiding principles from the previous steps to be used as a basis for establishing an adult program, (5) an observation of the reception of the new program.

Limitations

The geographic area to be included in the community is limited to the territory within the boundaries of Harrison County, Iowa. Some exceptions to this boundary will be made in those instances where adults residing outside Harrison County, but within commuting distance of Missouri Valley, desire to participate in the program.

This study includes the significant factors in the development of an adult program for Missouri Valley over the period of months from October, 1951 through May, 1952. Observation of the program in action was made from its inception on March 17, 1952 to the end of the term on May 19, 1952.

The scheduled nine-week session was extended over a ten-week period due to a flood emergency. A longer period of experience with the program on the part of the writer would have permitted more conclusive statements than it will be possible to make in this study.

Definition of Terms

The term adult shall, in this study, apply to any person sixteen years of age or older. Adult education is a type of learning experience in which an individual may seek his own opportunities for advancement in life. A learning experience may be provided by any one of hundreds of agencies and would be in the category of adult education if the experience provides the adult with the facilities for maturing.

An adult education program is a course, or combination of courses, offered to adults over sixteen years of age who are not regularly enrolled in daytime classes. These classes might be in either public or private secondary schools and institutions of higher learning. The courses may be made available to adults through correspondence and/or personal attendance. Adult education is that directed education which continues after the individual ceases to be a member of regular daytime formal learning situations in secondary schools and in colleges.

CHAPTER II

GUIDING PRINCIPLES

Historical Development

To discover where adult education has been and where it may be going requires a study of the history of the field. A chronological approach will serve two general purposes:

- (1) the direction of past developments can be traced, and
- (2) the length of time required for the developments to materialize can serve as a basis for guessing at the future of adult education.

Adult education is old; yet adult education is comparatively new. These opposing statements are intended to show that adult education has been an operating force in the civilized groups since early times; but, adult education has not been called such until modern times. This was due in part to the way people react to the term education. Many people who consider themselves mature are reluctant to admit that they are a part of anything educational. This reaction is caused by the value people place on prestige. To participate in anything dealing with education after one reaches maturity, according to the belief a few years ago, is to admit that one lacks proper background and consequently one's

acquaintances will be led to debasing impressions. With a new and broader concept of adult education, and increased acceptance of the results of the experiments in adult learning, people are taking adult education as a necessary part of adult life.

Adult education did have a place in the early development of man. "Adult education embraces whatever help in living can be got from the recorded or communicated experience of others."¹ The exchange of information between tribe members was a form of adult education. The sages in our early civilizations, those outstanding men like Confucius and Plato, indicate that learning was symbolized by age and that adults did take part in the processes of education. "Education for adults, in innumerable forms, had been in process from the beginning of our history . . . but no one talked about it."² Somewhere in dark past, in that period of unrecorded life on the earth, adult education had its beginning. It was present in the four cradles of civilization, in the powerful empires of Europe, and in the daily life of people the world over right down to the present moment.

The early forms of adult education in the United States consisted of talks around the stoves in the country

¹Institute of Adult Education, Handbook of Adult Education in the United States, p. 4. New York: Columbia University Press, 1948.

²James T. Adams, Frontiers of American Culture, p. 129. New York: Charles Scribner's Sons, 1944.

stores and in the taverns. This exchange of ideas and information led to the inception of the Town Meeting in the New England States. But this form of gathering in groups back in those early days of America was not commonly called adult education. The slowness in recognizing adult education was brought about according to Adams:

Because school, and perhaps college, alone were considered as education, and because only children and youth received it, the idea grew that education was something not intended for adults.¹

A Connecticut farmer who had attended Yale, Hosiah Holbrook, opened a school on his farm which combined the study of natural science with physical labor. Sensing the keen interest of the adults who attended this school, Holbrook decided to travel over New England, lecturing to village audiences. He then conceived the idea of a system of education through lecture-discussion meetings which could be maintained by the communities.

Millbury, Massachusetts was the setting for the first lyceum, the term Holbrook applied to the new system. Other local units followed the idea and it spread to county, state, and finally to national organizations. Debates and general discussions were conducted on current problems. Readings of papers on scientific matters were given. The lyceum is one of the educational experiments that has come from the grass roots of early America. The people took this form of

¹Ibid., p. 136.

education into their own hands; just as they brought most of the later forms of adult education into their own creative and promotive efforts. The lyceum evolved into the lecture, and the latter has become a very popular form of adult education in our modern world.

The materialism of the 1840's caused many people to fear that the firm spiritual foundation of intelligent thinking would be destroyed. To meet the threat, Lewis Miller and John H. Vincent founded the Chautauqua.¹ It was set up as a summer school for the advanced training of Sunday school teachers. The program was immediately expanded into other areas. In 1878, the Chautauqua Literary and Scientific Circle was founded as a four-year course of directed home reading. The correspondence reading branch became prominent in the Middle West. Other divisions of the Chautauqua were less successful than the correspondence branch.

The next significant development in the area of adult education resulted from the hundreds of organizations which were started to satisfy the social and business interests of men. These clubs were often formed for discussion and led to the more highly organized groups for men, such as: the Chamber of Commerce, Rotary, Lions Clubs, and Kiwanis. Most of these groups are concerned with matters of public or cultural interest. Many clubs include the vocational aspect of life. These club groups are a definite part of adult education.

¹Ibid., p. 134.

Women were stimulated by the club movement and organized thousands of clubs. As in the case of the men's groups, many were just discussion or "talk" sessions, but within the realm of adult education.

Talk and fire--two marvelous discoveries leading to Socrates, Newton, Einstein, and our ability to sit in an air-conditioned easy chair up in the stratosphere . . . It has all be adult education, though about as unorganized as anything could be.¹

The coming of unions for workers brought adult education in force to the vast army of people who manage business, work in factories and mines, and in some way help in turning out the numerous products of modern industry. By 1900, the first resident labor college was established in Arkansas.² Other agencies resulted from this movement and the ranks of labor had indeed started and established adult education as a counter-part.

Libraries, museums, and institutions of higher learning have fostered the progress of adult education by providing facilities to the public that satisfy education and cultural desires and interests.

Amid the welter, or jumble . . . of Adult Education, there are three types of institutions which, in contrast to most of the others, stand out as solid, and lasting. These are the museums, and libraries, . . . and the college-university group. It is because of their intrinsic nature. Almost any of them is likely to prove more permanent than clubs, study groups, or other organizations which cohere for awhile and then disappear for good.³

The "Americanization" movement in 1915 brought the

¹Ibid., p. 156.

²Ibid., p. 138.

³Ibid., p. 255.

public school into the field of adult education. An increasing number of immigrants created a need for some special training in citizenship, English, and life in the United States. The public schools had the facilities and were utilized to serve this need.

The government enacted the Smith-Hughes Law of 1916, which dealt with vocational education of adults. This work was carried on chiefly by the public schools. Agriculture, home economics, and the mechanical trades became instructional fields for adults.

During the depression years, the government again leaped into education through such agencies as the FERA and WPA. The armed forces utilize adult education in carrying on assignments in both war time and peace time. The citizen of the United States is being constantly exposed to education in the form of suggestions for conservation, preservation, and civic support.

Adult education has evolved into a field which contains hundreds of agencies and millions of participants. Agricultural extension services, Y.M.C.A., labor education, federal programs, trade and industrial education, press, radio, and television are some of the many agencies carrying out the tremendous task of satisfying adult needs.

History indicates that adult education has been a growing field. Since Americans started calling it Adult Education in approximately 1924, it has grown by leaps and

bounds. Adult education has always been with man; only recently has it received proper recognition, and this gives it a certain amount of newness. It is definitely here to stay. It seems to be destined to serve increasing millions in the future.

Literature in the Field

As adult education spreads to serve more people, problems of organizing adult programs will confront those communities which do not have planned programs at the present time. There are numerous communities where revision, expansion, or improvement in present facilities is desirable. Good planning of adult programs is made easier if the material which has been written on the subject is utilized. There are several good books in this field.

One of the most helpful books in organizing a program, in the opinion of the writer, is Torbert's, The Establishment of an Adult School.¹ William F. Russell, in the introduction, points out:

Adult education is here to stay. No other public activity is so certain to grow in importance. It seems likely to become the responsibility of every school system and share in public support. . . for adult education is necessary.²

Torbert gives some reasons for the obligation of the school to serve adults, and outstanding among them is the

¹J. Keith Torbert, The Establishment of an Adult School. New York: The MacMillan Company, 1936.

²Ibid., p. xix.

theory that the public school is perhaps the best equipped agency in most communities. The school usually provides plant facilities suitable to the direction of adult education activities. Torbert's book is designed for those people who have selected the school as the agency to carry out their adult education endeavors. The book does, in fact, cover the steps used in establishing an adult school in Maplewood, New Jersey. In the preface, Torbert describes his book:

Its object is merely to make the path easier and simpler for persons already enthusiastic and possibly to cause the establishment of an adult school to become more successful. It is a manual of practical suggestions.¹

Torbert cautions that his book is not primarily concerned with inspiring an interest in adult education, but it is especially for those who have been inflicted with the adult education disease. The book is ideally a handbook for setting up a program. The procedure that may be used in stimulating the interest of the community is outlined. The book contains a variety of important details as indicated by the following partial list of the table of contents:

1. "The Public School as the Adult Education Center" includes an history of the movement and the trend of the public school in adult education.
2. "Who Should Originate a Local Adult School?" tells the choices of personnel from the various groups and clubs in a community.
3. "Organization" is a chapter devoted to an elaboration of board membership, by-laws, sponsors, and committees.

¹Ibid., p. vii.

4. "Some Fundamental Principles of Arranging Courses for Adults" describes the capability of teachers, the revolving curriculum, meeting dates, and the length of session.
5. "Finances" suggests ways of arriving at fees for the courses, keeping expenses down, and setting up reserve funds.
6. "Publicity, Correspondence, Miscellaneous" gives some very helpful information on announcements, circulars, newspaper publicity, questionnaires, and other media used in promoting an adult school.¹

The clear, step by step presentation of the fundamentals in organizing an adult school by using the public school as the sponsoring agency is most helpful to rapid formulation of plans. Torbert's experience in the development of the Maplewood Adult School is well worth review by adult school directors or other persons interested in or concerned with adult schools.

A book dealing with the fundamentals of adult learning, programs, and administration is Knowles Informal Adult Education.² Both administrators and teachers in adult schools will find chapter 3, "How to Teach Adults", very beneficial to better teacher-student relationships. Knowles has included some information on how adults learn and their development through the life span. The writer feels this book will benefit the community that is using the school as the adult education agency, and in addition, much of the mater-

¹Ibid., pp. xiii-xvi.

²Malcolm S. Knowles, Informal Adult Education. New York: Association Press, 1951.

ial deals with adult education in clubs, universities, labor groups, industries, museums, public libraries, lectures, and conferences.

Knowles has written his book in four parts dealing with the challenge of adult education through the evaluation of the program. The four parts and a summary of the contents are:

1. "The Opportunity" includes a chapter on the problem and the challenge of adult education and the psychology of understanding adults.
2. "The Methods and the Programs" deals with some ways of teaching adults, the art of leadership and group dynamics, selection and supervision of instructors, and financial problems and procedures.
3. "The Administration of Adult Education" tells about the organization of committees, by-laws, determining needs and interests, and planning good promotion.
4. "Evaluation" explains the process of and methods of evaluating the program. Suggestions are made as to what should be done after the evaluation.¹

Numerous articles of a current nature can be found in publications. These current articles are especially helpful in finding suggestions pertaining to certain peculiar problems in adult education. The articles are good stimulators of interest in adult programs. Ideas for promotion of adult education may be found in the publications. One bi-monthly magazine, Adult Education, contains much helpful information for program planners.² Another magazine published

¹Ibid., pp. xi-xiv.

²Adult Education Association, Adult Education, (August, 1951).

by the same agency, The Adult Education Association, is being published for the first time under the tentative title of Leadership. The Ford Foundation, which has been putting a considerable sum of money into adult education recently, is sponsoring a contest to obtain a new name for the magazine, Leadership. This publication is primarily concerned with adult education.

Unpublished studies dealing with adult education in Iowa are few in number. Louis Morf has made a study of the adult education program at Sac City, Iowa. He has written it in the form of a field study for Drake University (1948) under the title, "A Study of a Small Community Program of Adult Education." He gives attendance records of adult classes, courses offered, and the benefits of the program to the community.

Another unpublished study at Drake University is a field report made in 1942 by J. H. England. The title is, "A Program of Adult Education for a Rural Community." England lists courses offered by several adult schools in Iowa. He found that rural communities lack interest and progress in adult education.

Much literature is available to the person interested in adult education. His major problem is the selection of the right amount of satisfactory material from the mass that is available. State and national agencies dealing with adult education may be able to supply helpful information that will greatly speed the selection of suitable material.

Some Adult Education Programs

A person searching for criteria for an adult program would expect to find some help by studying those programs that are already in action. The Director of the College of Adult Education at the University of Omaha, Mr. E. M. Hosman, suggested the names of some adult schools that had been operating five or more years. These schools were contacted in regard to their adult education programs and operations. Geographic locations and community size were disregarded since the fundamentals of program operation in general were being considered.

Information was obtained from the following adult schools:

1. The South Orange-Maplewood Adult School, Columbia High School, Maplewood, New Jersey.
2. The Adult Education Program, Washington School, Council Bluffs, Iowa.
3. The Hamilton Adult Education and Training Council, Board of Education Building, Hamilton, Ohio.
4. The Department of Adult Education, San Jose Unified School District, San Jose, California.
5. The Adult Evening School, Technical High School, Omaha, Nebraska.
6. Albion Adult Education School, Albion, Nebraska.

The information received from these adult schools, usually in the form of program booklets and promotion materials, was most helpful in crystallizing ideas about the program for Missouri Valley. All of the above-mentioned

schools operate on a non-profit and self-financing basis. The public school boards of education furnish heat, light, and janitorial service to the adult schools. Some of the programs use the services of volunteer instructors and group leaders. In general, these six schools finance their programs by charging an enrollment fee which varies from fifty cents to twenty-five dollars.

After careful consideration of the factors involved in the programs, the writer decided that the Albion Adult Education School provided facilities similar to those desired in Missouri Valley.

The Albion Adult Education School is directed by a member of the public school faculty and has an Executive committee (advisory) to help plan and publicize the program. Newspapers, schools, and civic organizations are utilized in maintaining community interest in adult education. This arrangement will work in many communities.

Criteria

The writer found that, during the selection and study of literature in adult education, a continuous chain of seemingly unrelated ideas piled up in a mass. However, as more material was explored, certain criteria began to take shape. As one guiding principle became an idea, others fell into place until the jumbled mass had meaning.

One of the first things established was that adult education is a promising, permanent part of our culture,

and the need for lifelong learning is being recognized by many people.

Although adult education exists in many forms, the writer was now primarily concerned with a definite program. A principle pertaining to the establishment of a program is suggested by Brunner's statement: "It follows that any new community organization should originate within the community and not be imposed from without."¹ The people in the community must be stimulated to action in such a way that the impetus seems to them to be their own. "The program should grow out of recognized needs."² This principle points to the necessity of determining community needs and causing the community to recognize them.

An important principle in planning and operating a program is a democratic philosophy. In adult education, the democratic philosophy applies to basing the program on the real needs and interests of the individuals who will participate. It also implies that policies will be determined by a representative group and that there will be maximum participation by all members. Cooperation is perhaps the largest single element in democratic organization.

Democratic principles must be carried out in all phases of the adult education endeavor. The movement must

¹Edmund deS. Brunner, Community Organization and Adult Education. Chapel Hill, N. C.: The University of North Carolina Press, p. 116.

²Ibid., p. 118.

have an inner circle of organizers to give the program the necessary backing and initiation. This inner circle need not be a group formed by a force contrary to democratic policies. This group is interested only in helping the community get behind the movement and keeping interested participants in active communication with the adult school.

The initial force behind the adult education movement may be one or a few intensely motivated individuals. It might also be a group of individuals, such as a club, which has decided to take action in the field of adult education. Someone definitely has to set it in motion.

Once it has been decided to establish an adult program, the task of organization must begin. All the steps in organizing and operating must be evaluated so the program will not decay. Every person who is in contact with the program should be considered in making the evaluation. The individuals and the groups who are close to the program may be utilized in the evaluating processes according to the methods listed by Knowles as follows:

1. The participants.--The judgements of students, group members, or audience participants can be obtained from them individually through interviews or questionnaires. Or they may be funneled through a representative.

2. The leaders or instructors.--Those who are directly responsible for the growth of the participants themselves, in the best position to judge the results achieved. These judgements also can be obtained individually through interviews or written forms, or through group meetings of the faculty or leaders' corps.

3. The program director and staff.--Those who are responsible for the administration of a program are in a key position to observe the results of the program as

a whole. They will naturally make judgements of their own and report them in staff meetings, and written reports. In addition to making their own judgments, however, the staff members will initiate and facilitate the collection of judgements from all other sources and will compile them into a composite evaluation.

4. The directing committee.--Because it is responsible for establishing objectives and policies, the directing committee is particularly concerned with evaluation. If it is to be in a position to determine new objectives and policies intelligently it should have the opportunity both to observe results directly and to examine the judgements from all other sources.

5. Outside experts.--It is frequently desirable to call in specialists from the universities, coordinating councils, and other sources to assist in the evaluation process. Controlled observations of classroom procedure by graduate students from teacher-training institutions have often yielded valuable information. Many kinds of organizations are required to submit information to higher authorities, such as state and national headquarters, community councils, and contributors of funds, in order that these authorities may make evaluations of their own.¹

Once the evaluation has been made, it follows that corrective steps must be taken where they are necessary according to the information gathered. Adult programs are kept fresh and dynamic through evaluation and action. Adults are not required by law to attend school. The program must attract them year after year. A changing curriculum must be presented each session. Some courses may be repeated until the demand and interest has been satisfied, but the curriculum must be flexible enough to permit the introduction of almost any course the community demands. Organization and administration of adult programs is a

¹Knowles, op. cit., pp. 238-239.

much more pleasant task if the guiding principles are selected and known by the people concerned with the program.

CHAPTER III

DEVELOPING THE PROGRAM IN MISSOURI VALLEY

Description of the Community

When interest has been stimulated and the spark that starts the adult education fires burning has been fanned by the literature in the field, the community must be studied and analyzed. The criteria harvested from library research cannot be applied until the area in which the program is to be installed is surveyed. Elements of the community, including population, industry, wealth, and civic organizations, are of the utmost importance in getting the proper foundation for an adult program.

This study is concerned primarily with the community of Missouri Valley, Iowa, a city of about 4,000 population. The city is a former "railroad town" and has been struggling to overcome the loss of the railroad shops since the 1920's. The shops provided a source of employment and gave the town considerable income. The shops were moved to another section of the state. Many former railroad employees were faced with a problem of employment. Omaha and Council Bluffs, cities some thirty miles distant, attracted several of these people who commuted daily to their jobs.

The purchasing power of the community dwindled and consequently most agencies suffered. The city is located at the intersection of U. S. Highways 30 and 75; and much trans-continental traffic passes through the city. Some efforts have been made and are being made to attract tourist trade. There is little industry in the community. Agriculture is the mainstay, and Harrison county has an average value of land and buildings of \$23,815.¹ It ranks in the lower third of the counties in Iowa in this respect.

The Missouri Valley area is subject to occasional floods from the Missouri river (ten miles distant) and the Boyer river which passes just south of town. The last disastrous flood in the city was in the spring of 1949. Water covered much of the business and residential districts. The spring flood of 1952 did not bring water into the city, but the ten mile area between the city and the Missouri river was inundated for several days. This tragedy had a definite damaging effect on the community. However, these flood emergencies have offered ample opportunity to show people the value of cooperation.

Several organizations with civic intentions carry out such projects as the operation of a swimming pool, summer baseball, Christmas activities, and school awards. The Chamber of Commerce, Kiwanis, American Legion, Business and Professional Women's Club, and church organizations are

¹Rand McNally Commercial Atlas and Marketing Guide, (83rd ed.; New York: Rand McNally Company, 1952), 151-152.

among the agencies that serve the community.

The independent public school system is housed in three plants. There are two grade school buildings in separate sections of the city. The high school and junior high school pupils are served by the same plant which consists of two buildings. The public school enrollment for the 1951-1952 school year was about 874. School busses transport about 130 students from the rural area to high school. This factor makes the rural area more important when considering this community. A parochial school with an enrollment of ninety-seven serves pupils through the eighth grade.

The trade area extends in a radius of some eight to eleven miles. There are several grocery stores, implement dealers, appliance dealers, automobile dealers, garages, service stations, restaurants, clothing stores, hardware stores, two theaters, and other businesses. The public library serves the community.

Thursday night is generally regarded as choir practice night for all churches. Many of the churches cooperate to observe the major holidays with planned and combined programs.

Earlier Attempts at Adult Education

School-sponsored adult education has been on a limited and temporary basis in the past. The vocational agriculture department has sponsored evening meetings for adult

farmers in the area since 1941. These classes have been under the supervision and direction of the vocational agriculture instructors. These instructors have planned the topics to be covered and then contacted the farmers by postcard to inform them of the meeting and the topic. Attendance has been irregular and many meetings have not been held because only one or two farmers have been in attendance. The program is operated under the Smith-Hughes Act.

During the early days of World War II, a few typing classes were conducted in the high school to serve adults in the community who found this skill would be of benefit to them in their work. The Superintendent of Schools supervised the classes and the typing teachers were from the daytime faculty. These classes were discontinued after one season.

In the fall of 1950, the Superintendent of Schools, K. W. Miller, received some requests for night typing classes. He wrote a story for the local daily newspaper and secured enough interested people to warrant starting a class in beginning typewriting and in upholstering. The writer became the typing instructor and an upholstering instructor was secured from the Council Bluffs Adult School. The Board of Education granted permission to use the high school plant. Heat and light were also furnished by the Board of Education, but the program was self-supporting over and above these items.

The enrollment fee was five dollars for ten two-hour class meetings. The meetings were held on Monday night from seven-thirty to nine-thirty o'clock. Twenty-six adults enrolled in beginning typing and twenty-four enrolled in upholstering. Three adults were taking the typing class to receive credit toward high school graduation. Most other members were enrolled for their personal satisfaction and to increase their vocational efficiency.

In the spring of 1951, another story was carried in the local daily paper to inform people that the courses in beginning typing and upholstering would be continued for another ten-week period. Advanced typing was suggested by several people and it was also offered. Beginning typing had an enrollment of twelve, advanced typing had sixteen, and upholstering had eighteen members.

Stories were again submitted to and printed by the daily newspaper in the fall of 1951. Three stories over a period of one month appeared in the paper to stimulate interest in resuming the night classes in typing, upholstering, and other courses in which ten or more people wanted to enroll. The response was not sufficient to justify starting any course. During November a few people spoke frequently of the desire to take a night course, but even their campaigning could not produce an enrollment of ten adults for any one class.

The writer came in contact with E. M. Hosman, Dir-

ector of the College of Adult Education, University of Omaha, Omaha, Nebraska. This meeting provided a very stimulating experience for the writer. With interest and ambition at a high pitch, he determined to do something about the adult education situation in Missouri Valley.

Planning the Program

Glowing with the desire to prove that a community can be sold on something it needs, the writer began the process of determining the community needs and interests. The first opportunity presented itself during National Education Week in November. The public schools held Open House. The writer prepared a questionnaire to be completed by adults who attended the Open House. To further stimulate interest in adult education on this evening, a film, "County and Community Recreation" was procured from the University of Indiana. The film was shown throughout the evening in the high school auditorium. Although the film dealt with recreation programs, the steps to be followed in community organization were similar to those in the organization of an adult education program.

Determining Interest

Questionnaires were distributed by the hostesses at the registration tables and the adults were encouraged to complete them. The questionnaire (see Appendix I) stressed the value that would be placed on the opinions of

adults in the community. The purpose of the survey was to determine whether there was sufficient interest to warrant further consideration of adult evening classes, and which, if any of the classes should be offered.

The Open House suffered from low attendance and consequently the number of returns completed was rather small. There were ninety-three completed returns. In response to the question, "Would you like adult evening classes in Missouri Valley High School?", ninety-one responded "yes" and two "no". In answering the question, "Would you participate in the program if courses appealing to you were offered at a very nominal cost?", eighty-three checked "yes" and six checked "no". Four did not respond to this question.

The third question, "Which of the following courses do you feel should be offered to adults in this community?", brought responses as indicated in Table 1. The response was encouraging to the writer because it indicated that the people in the community placed some value on many courses, especially those in the home arts and personal development areas.

The questionnaire contained twelve courses for which no interest was shown. These courses were: public speaking, general shop, mechanical drawing, Old Testament history, New Testament history, training methods for Sunday School teachers, ceramics, aluminum etching, ballroom

dancing, gym activities, dramatics, and business English.

The results of this survey indicated that there was sufficient interest in Missouri Valley to continue the planning of a program.

TABLE 1

RESPONSE OF 93 ADULTS CONCERNING THEIR INTEREST
IN ADULT CLASSES NOVEMBER, 1951

Name of Course	No. of Responses
Sewing	36
Cooking.	21
Upholstering	20
First Aid.	18
Interior Decorating.	16
Hat and Bag Making	16
Tailoring.	16
Slip Covering.	16
Psychology	16
Personality Improvement.	15
Typewriting (Beginning).	14
Typewriting (Advanced)	12
Reducing and Posture	9
Bookkeeping.	7
Textile Painting	6
Flower Arrangement	6
Business Law	4
Piano Playing.	4
Shorthand.	4
Welding.	3
Woodworking.	2

On February 18, 1952, a survey was directed to the adults who had participated in the classes of the fall of 1950 and the spring of 1951. The purpose of this survey was to obtain the opinion on adult education of people in the community who had the experience of being a part of an adult program.

Sixty-four questionnaires (see Appendix II) were

mailed to the adults whose names and addresses were obtained from the class record cards used for the adult classes. A letter was sent along with the questionnaire informing the respondent of the purpose of the survey and urging him to complete the form and return it at once. Forty-three questionnaires were returned to the writer. Table 2 shows the results of this survey.

TABLE 2
COURSE CHOICES OF 43 PARTICIPANTS
IN ADULT CLASSES, 1950-51

Name of Course	No. of Responses
Bookkeeping	16
Sewing	15
Interior Decorating	15
Tailoring	13
Cooking	8
Typewriting (Beginning)	8
Upholstering	7
Salesmanship	7
Human Relations	7
Business Law	6
Psychology	4
Shorthand	4
Ceramics	2

It is interesting to discover that the people who had participated in the adult classes thought the program should be continued. Their opinions were highly regarded since they had been exposed to evening classes and could report their observations and reactions.

A comparison of Table 1 with Table 2 shows that sewing, tailoring, cooking, upholstery, and interior decorating rank in the first seven most wanted courses in both

surveys. The first survey indicated that first aid and hat and bag making were among the first seven courses preferred. The survey of the participants of adult classes showed an interest in bookkeeping and typing in the first seven choices.

On the basis of the two surveys, the writer decided that sufficient interest had been shown to offer classes in sewing, tailoring, upholstering, cooking, interior decorating, typing, and psychology. These classes could be combined into an adult evening program and offered as soon as possible.

Stimulating Interest

Late in February, a film, "Self-Realization", was secured from the Los Angeles public schools. This film highlighted the adult education program in Los Angeles and showed that adults are very willing to participate in the program. The film pictured some of the many adult classes in action. During the school year 1950-1951, Los Angeles had a total of 211,000 adults registered in 4,064 classes.

"Self-Realization" was shown to the Missouri Valley Kiwanis Club, Business and Professional Women's Club, the high school faculty, and to a group of interested adults in a private home. The film was ordered in October for the purpose of showing to all the civic groups and the entire public school faculty. Due to the delay in delivery of the film, it was shown to the previously mentioned groups only.

The movie was well received. Many people expressed their approval of the idea of adult education as presented in the film. The writer gave a short review of the film and some ideas on adult education before each showing. The film was followed by a short period of questions. Then the thought of getting an adult program started immediately in Missouri Valley was promoted.

The film, "Self-Realization", is a stimulator of interest in adult education. It is good for showing to lay people and to those persons who already have an interest in adult education.

Selection of Advisory Committee

The writer then contacted the presidents of the various civic groups in the community and presented the plan for an immediate program to them. It was suggested to each president that one or two representatives from their organizations be selected to serve on a committee to help get the adult program underway. The club presidents were again contacted two days later to obtain the names of the representatives.

The first advisory committee meeting was held on the evening of February 11. Nine organizations were represented by twelve members. In addition, other representatives present were: the Superintendent of Schools, the high school Principal, a member of the Board of Education, two high school teachers, two farmers, three representa-

tives-at-large, and the writer. The writer conducted the meeting, outlining plans for a program and seeking suggestions from the members present. The advisory committee was enthusiastic about the starting of the program.

Functions of Advisory Committee

As an expedient at the first meeting, the author presented the advisory committee with copies of programs from other adult schools and gave them a brief outline of adult education programs in general. The committee was then in a position to come more quickly to a decision on the various matters that must be determined before the Missouri Valley program could become a reality.

It was decided that any person, sixteen years of age or older, could participate in the adult program. To receive credit toward high school graduation, the student must not be regularly enrolled in daytime classes in the public schools.

The course fee was set at five dollars for all classes except driver's training. The income of the adult school registration fees must be sufficient to pay all costs of instruction, publicity and miscellaneous expense. The committee decided that the driver's training class fee could not be set until the costs of the course had been accurately computed.

The committee was urged to make recommendations of

group leaders and instructors, but they felt the securing of personnel should be largely up to the Director of Adult Education, which honor they readily bestowed upon the writer.

A more representative reaction to course interests and the desired meeting night should be obtained from the adults in the community. The committee felt that another survey directed to the parents of school children would give quite a representative opinion.

The community was informed of the action taken by the advisory committee through a story in the newspaper. This should always be done to help obtain the interest of the community.

A questionnaire (see Appendix III) was prepared for distribution to adults in the community through the school children. This questionnaire was enclosed in an attractive cover. Stories concerning the questionnaire were published in the newspaper and this was intended to create more interest in the survey.

Instructions were sent to all public school and parochial school teachers in regard to the distribution and collection of the questionnaire. Nine hundred thirteen questionnaires were sent home with the students. There was some repetition in those homes where more than one child attended school. There was also a number of people in the community who had no children in school. One hundred questionnaires were placed in downtown stores for these people.

An announcement in the newspaper informed the adults without children in school that they could complete a questionnaire in the various places of business. Only seven of these questionnaires were completed and returned.

Of the nine hundred thirteen questionnaires sent home with students, one hundred fourteen were returned. The results presented in Table 3 were analyzed by the advisory committee at a special meeting and the program of courses was drawn up.

TABLE 3

COURSE CHOICES OF 121 RESIDENTS OF
THE MISSOURI VALLEY COMMUNITY

Name of Course	No. of Responses*
Psychology	49
Typewriting (Beginning)	30
Sewing (Advanced)	27
Driver's Training	26
Upholstering	25
Interior Decorating	24
Bookkeeping	20
Mixed Chorus (a write-in)	18
Learn to Bowl	18
Sewing (Basic)	18
Slip Covering	18
Tailoring	16
Figurine Painting	15
Gardening and Landscaping	15
General Shop (Woodworking)	14
Photography	13
Drawing and Painting	11
Shorthand (Beginning)	11
Typing (Advanced)	11
English Refresher	10
Great Books	10
Current Events	10
Creative Writing	10
Leather Craft	10
Your Figure--How to Improve It	10
Salesmanship	10

*Courses with fewer than ten responses not included.

The committee selected the first five courses that showed most preference on the survey. These courses of psychology, typing, sewing, driver's training, and upholstery were made a part of the program. A write-in class, mixed chorus, appeared to be a favorite and the committee felt it should be included. General shop seemed a good course for men, and the committee felt that if shop and leather craft were taught in the same class, it would attract sufficient enrollment. These seven courses became the curriculum for the spring program.

Monday night was selected by the committee (in accordance with the survey results, Table 4) for class evening.

TABLE 4

PREFERENCES AT TO NIGHTS AND HOURS OF
ADULT EDUCATION CLASSES

Night Preferred	No. of Responses
Monday	32
Tuesday.	25
Wednesday.	11
Thursday	12
Friday	11
Hour Preferred (P.M.)	No. of Responses
Six-thirty	2
Seven.	39
Seven-thirty	26
Eight.	8

Tuesday night is used frequently for school functions. Wednesday night is meeting time for several clubs. Thursday night is generally regarded by the churches as choir practice night. The survey results were in line with the opin-

ions of many writers who feel that a night early in the week is preferable for the young program.

Class meeting times were set at seven and eight-thirty o'clock so that two one-and-one-half hour sessions could be held each evening. The committee felt that many people would want to take two courses (nine adults registered for two classes) and that more people would participate if they could enroll in more than one class.

Because the program was being started rather late in the spring, the committee felt the session should consist of only nine meetings. The program could then be completed in advance of high school graduation exercises. Spring work in an agricultural area and the fair weather that takes people out of doors interferes with adult programs that are held too late in the spring.

Selection of Instructional Staff

The selection of instructors for the seven adult classes was started immediately after the approval of the courses by the advisory committee. The public school teachers presented a good source of supply for adult instructors. Teachers for typing, adult mixed chorus, driver's training, and psychology were obtained from the local high school faculty. Instructors for upholstering, advanced sewing, and general shop were secured from the Council Bluffs Adult School. School nights in Council Bluffs were

on evenings other than Monday, so these teachers were free for the Missouri Valley Adult classes.

It was decided that the compensation for the instructors would be five dollars for each one-and-one-half hour meeting. In addition, traveling expense would be paid to those instructors who had to travel more than ten miles to reach the classroom. Traveling expenses were set at ten cents per mile, the distance figured one way.

Since the driver's training instructor would have to spend a minimum of eight hours with each individual student in addition to the class hours, the compensation would have to be higher than for other courses. A comparison was made between the time required of the instructor in driver's training with the time devoted by instructors in other classes, and it was discovered that the compensation to the driver training instructor would amount to \$22.50 per student. The enrollment fee for driver's training was set at \$25, the amount needed to pay the cost of instruction and defray the expense of gasoline and oil for the driver's training car.

A letter-contract was sent to each instructor (see Appendix VI) stating the amount of compensation, the class meetings, and emphasizing that the class would not be offered if enrollment was not sufficient to offset the cost of the course.

Informing and Enrolling Participants

The Adult Education Advisory committee had held meetings on February 22 and 25. Another meeting was held on March 3 to determine the method of publicity and of seeking enrollment in the seven courses. Stories of each committee meeting and its function were carried by the local newspaper, and the program was in this way getting advance publicity. It was decided to use a quarter-page advertisement in the Missouri Valley Daily Times announcing the opening of the program and the courses offered. This advertisement appeared in the March 5 issue and contained an enrollment blank which could be cut out and mailed to the Adult Education School.¹ The classes were scheduled to start Monday, March 17, thus allowing twelve days for the registration to be completed and mailed.

Driver's training, beginning typing, and advanced sewing classes filled within three days after the advertisement appeared in the paper. Upholstering had a satisfactory enrollment in five days. Psychology had the required minimum number of adults registered on the ninth day, and general shop had the minimum operating number enrolled on the morning of the opening night.

The adult mixed chorus class was lagging in the number of enrollments. Registrations at the end of the fifth day totaled two. The writer discussed the problem

¹See Appendix VII.

with the prospective chorus director and several committee members. The instructor volunteered his services and suggested that participants be invited to attend mixed chorus with no enrollment charge. Another suggestion was that the enrollment fee for mixed chorus be reduced and the shortage be made up from courses that more than paid the costs. After discussing the problem, it was decided that an enrollment fee should be charged for mixed chorus. The instructor suggested we have an enrollment fee of one dollar and that he be paid only as many dollars as were collected, up to the rate of five dollars for each scheduled class meeting. This suggestion was finally adopted and stories in the newspaper notified the community of the change in the enrollment fee. The adult mixed chorus enrollment increased rapidly.

The Program in Action

Opening night was indeed gratifying to the writer. All seven courses which had been offered were in session and the participants seemed to be happy with the meeting.

Two cards were given to each student that first night so that certain information could be obtained for office records and for the instructor's use.¹ Registration provisions were made for those people who had not sent in their enrollment fees by mail. A special payment plan was arranged for driver's training so that ten dol-

¹See Appendix IX and X.

lars could be paid down and five dollars paid each of the following three meetings.

Table 5 shows the cost of instruction.

TABLE 5

ENROLLMENT, INCOME, AND COST OF INSTRUCTION OF
ADULT EVENING CLASSES IN MISSOURI
VALLEY, SPRING, 1952

Name of Class	Enroll- ment	Fee	Income	Cost of In- struction
Advanced Sewing	16	\$ 5.00	\$ 80.00	\$ 72.00
Beginning Typing	28	5.00	140.00	45.00
Driver's Training	11	25.00	275.00	247.50
General Psychology	11	5.00	55.00	45.00
General Shop	15	5.00	75.00	72.00
Mixed Chorus	22	1.00	22.00	22.00
Upholstering	13	5.00	65.00	72.00
Total	116		\$712.00	\$575.00

The difference between the income and the cost of instruction was used to pay janitorial services of \$30.00, cost of the advertisement in the newspaper of \$27.00, gasoline and oil for the driver's training car of \$12.00, postage, paper, film rental and miscellaneous of \$23.00, and the balance of \$34.50 was placed in a reserve fund to be used for future promotion and the maintenance of the adult program.

The enrollment for mixed chorus, according to Table 5, was twenty-two. This was the number of paid enrollments. The instructor permitted fourteen persons to participate in the class without paying an enrollment fee. This situation was permitted to exist since the instructor was willing to donate a large part of his services. This situation might

cause a reaction on the part of some of the participants who have paid an enrollment fee if others can enjoy the class without paying the fee. Although no significant happening occurred in this instance, the writer would attempt to avoid a similar situation in the future.

The third regularly scheduled class meeting was not held because of the flood emergency (Missouri river, April, 1952) which affected the majority of residents in the community. The remaining class meetings were moved ahead one week so that the program was completed on May 19 instead of May 12.

The flood emergency in the Missouri Valley area reduced attendance in adult classes. Many participants were forced from their homes and could not make the necessary readjustment in time to return to evening classes. This was an unexpected and unfortunate event for the young adult program, but the attendance through the last meeting averaged about three-fourths of the original enrollment.

The first period class started at seven o'clock and lasted until eight twenty-five. Five minutes were used for transferring to the eight-thirty classes. Bells were not used to signal the beginning and dismissal of class. The signal system could be used effectively when more classes are held. A proposal for having coffee and doughnuts available between classes or at the end of the classes was considered. This suggestion was laid aside

for further consideration at next year's program.

On the sixth evening of classes, a six-page newspaper was distributed to the adult participants. Several copies were placed in the downtown business houses. The paper was given the title, Adult News, and covered activities in the adult classes, general promotional stories on adult education, humor, and announcements of interest to the participants. Participants enjoyed the paper and an eight-page edition was distributed on the evening of the last class meeting.

An attempt was made to include the names of all adult students in the two issues of the paper. Eight and one-half by eleven mimeograph paper was used for Adult News. High school typing students cut the stencils and mimeographed the paper.

On the evening of the eighth class meeting, a survey was taken to determine the reception of the program and to find what courses were desired for next year.¹ The phase of the survey dealing with the reception will be presented under the heading Reception of the Program. Eighty-five questionnaires were completed and returned.

The questionnaire listed twenty-eight courses from which the respondent could select and check the courses he thought should be offered next year. Provision was made for courses (not included in the list) to be written in by the respondent.

¹See Appendix IV.

This survey revealed that the participants wanted certain courses available in next year's program. On the basis of the number of responses for each course, and with the thought of curriculum balance in mind, the committee selected the following eighteen courses for next year: driver's training, psychology, public speaking, how to conduct a meeting, practical English, games for men and women, household engineering, mixed chorus, social dancing, wood-working, bookkeeping, beginning and advanced typing, interior decorating, sewing, dressmaking, suit making, cake decorating, and upholstering.

This variety of courses gave a balanced curriculum in four areas: (1) personal development, (2) hobbies and recreation, (3) business and vocations, (4) home arts and crafts.

The last class meeting of the adult school was filled with much activity as are the closing sessions of most schools. A small card (illustrated in Appendix IX) was presented to all adults present at the final meeting. This card indicated that they had satisfactorily participated in the class. The instructors were paid, class records were collected, and farewells were exchanged.

Final arrangements were also made for displaying the work completed by students in the various classes. The display was to be shown along with a musical program on Wednesday night following the last Monday class meet-

ing.

An Adult Education Advisory committee meeting was held to make final arrangements for the musical program and exhibition and to organize the committee so that it could function and carry on the adult program regardless of any changes that might come in the present public school personnel.

The highlight of this meeting was the framing of by-laws outlining the function of the committee.¹ The name of the committee was changed from Adult Education Advisory committee to Adult Education Council. The by-laws specified the duties of the officers, term of office, required Council meetings, and placed the responsibility of directing the program or appointing a director with the Superintendent of Schools. Elected to office at the meeting were a chairman, assistant chairman, and a secretary. The number of representatives on the Council was increased from twenty-one to twenty-three.

Organizations represented on the Adult Advisory Council are: The Altar Society, the American Legion, the Chamber of Commerce, the Business and Professional Women's Club, the Federated Women's Club, the Junior Women's Club, the Kiwanis Club, the Ladies Auxillary, the Ministerial Association, the Board of Education, and the public schools. Other representatives were housewives and farmers.

¹See Appendix V.

The Council was now organized to carry out the promotion of adult education in Missouri Valley.

Reception of the Program

The delightful feeling that comes from the many favorable comments and congratulations at the end of the first session of an experimental adult program is sufficient remuneration for any organizer of adult education. The faculty, the participants, the residents of the community were most generous with praise for the adult program.

The questionnaire taken on the eighth class evening, discussed in Chapter three, had a two-fold purpose. In addition to obtaining the courses that were desired for next year, the survey had been designed to obtain comments and suggestions from the participants. In response to the question, "Should adult classes be continued next year?", all eighty-five returns carried a "yes" answer. This was an indication that the participants in the current program felt the classes were of sufficient benefit to be presented another year.

Many favorable comments were written on the questionnaires. Some of the typical comments were: "Wonderful, I feel like I have profited very well from it. It should be repeated next year."; "Enjoyed it very much; feel my time was well spent."; "Excellent cooperation--I feel that it has been a great benefit to the people of our community and they are interested now. I feel this will be permanent.";

"A good, well-balanced program. I enjoyed the classes very much."; "Very fine--have learned a lot and enjoyed the social contacts too."; "Enjoyed this year's program--I think adult education is a good project." These comments were taken from questionnaires at random and indicate the reception of the program was favorable by these participants who completed the questionnaires. The comments gave the Adult Education Council new spirit and energy.

The suggestions written on the questionnaire were concerned with having the program start earlier in the spring. The Adult Education Council acted on the suggestion and it was decided to have the spring session start early in February next year. This would prevent the program from running into conflict with spring work. Another suggestion on the questionnaire was that the shop class be divided into two groups. The class had a group on leather work and plastics and a group on woodworking. It was felt that more thorough attention to each group would be possible by separating them. The classes will be separated next year.

A musical program and an exhibit were presented to the public two days after the close of adult classes. Attendance for the program was over seven hundred. This was considered good attendance for this time of year and the type of function presented.

The musical program consisted of the adult mixed chorus and the public schools vocal music groups presenting

many interesting numbers. The exhibit included furniture from the upholstering class, leather work and wood work from the shop class, driver's training units and reaction machines, many garments from the sewing class, typing material, and a psychology bulletin board and display.

The exhibit was set up in booths at the rear of the gymnasium-auditorium. Posters, crepe paper, and special lighting effects added beauty to the hall. The cooperation of the high school faculty, participants in the adult classes, and adult class instructors made possible the fine setting for the evening's program. A corsage was presented to a lady who had traveled more than forty miles to attend the program.

The reception of the program in Missouri Valley is an indication that adult education is a possibility in any community that has school facilities. The desire of the people to have adult education continued is an indication that it may be considered an essential part of any community. Nearly anyone with a sincere interest and willingness can organize adult education in those communities not now served by such a school-centered program.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Organizing the Program

The procedure followed in developing a program of adult education in Missouri Valley has been presented herein for the purpose of offering a guide, or suggestions, to those who may concern themselves with adult education. This procedure should not be accepted as a pattern. Each individual community must be considered in light of the many elements that affect adult education.

One of the first steps in organizing adult education is the establishment of criteria upon which the program may be built. The criteria may be similar to that used in this study, or may be expressed in another form and be the reflection of the thinking of many people in a particular community. Fundamental to any criteria is the assumption that adult education is a necessity and is a lasting part of our society. A summary of other criteria upon which the Missouri Valley program was built is enumerated below:

1. The desire to establish a program should start within the community. This desire may be stimulated by a force outside the community, but must become the real desire of the community.

2. A democratic philosophy must be adopted and carried out in every phase of organization.
3. A small circle of organizers must be formed to carry forward the desires of the community. This small group must be very conscious of the democratic philosophy and adhere to it.
4. The program must grow from the recognized needs of the community and the individuals within the community.
5. The program must be kept dynamic so as to adjust the needs of the community to the dynamic social world of today.
6. The curriculum must be flexible so that the needs of the whole community can be satisfied. A flexible curriculum prevents the withering away of a program.
7. Constant evaluation of the adult program must be made. All pertinent factors should be considered in the evaluation.

Opening an Adult School

There are several techniques that may be used in opening an adult school. In Missouri Valley, an Open House held in conjunction with National Education Week offered the opportunity for presenting the idea for an adult program to several adults in the community. Attendance at this particular function was rather low. It would be desirable to employ a technique that would result in greater attendance.

Another form of introductory meeting is to obtain a professional lecturer to give a preliminary talk on the advantages of life-long learning. This meeting should come at a time when there are few or no conflicting inter-

ests striving for the attention of the community.

A "back-to-school" evening of entertainment may be used satisfactorily. Parents are invited to visit the classes of their own children. It is wise to have a surprise announcement of a central meeting place where the outline for the plan of adult education may be presented to the group. Another variation that might bring in adults who do not have children in school is to arrange a forum series during which the idea for forming an adult school is presented.

With any of the suggested plans for opening an adult school, it must be remembered that careful preparation is essential to a good selling job. Slides, movies, and lectures may be used effectively. The questionnaires should be prepared in advance and distributed at the height of the evening's enthusiasm.

Fundamentals of Arranging the Program

Once the community indicates a definite interest in an adult school, preparation for a program should be started immediately. It is quite helpful to organize an advisory committee. The technique of asking for representatives from the various civic organizations worked quite well in Missouri Valley. An attempt should be made to obtain representatives who have an interest in adult education.

Help from the clubs.---A visit to the various clubs for the purpose of explaining the idea of adult education

increases interest and tends to increase cooperation of prominent individuals in the community. A film on adult education, "Self-Realization", was used in conjunction with a short discussion at three group meetings in Missouri Valley. The advisory committee was thus made up of more interested representatives from these groups.

Advisory committee.--The advisory committee should be organized to function along with the Board of Education, school personnel, and the community. The specific functions of the committee should be placed in writing, perhaps in the form of by-laws. A chairman, vice chairman, secretary, and other officers for which there is a need, should be elected from the committee. This step was not taken by the Missouri Valley advisory committee until the end of the first session. Better functioning of the committee might be obtained if this organization would come shortly after the formation of the committee.

The advisory committee may be used effectively in determining community needs (through surveys, group discussions, panels, etc.) and then planning the courses based upon community needs. The Missouri Valley advisory committee considered three things in building the program on community needs: (1) courses desired, (2) time and length of class meetings best suited to the majority of individuals, and (3) the satisfaction of recreational as well as educational desires of the community.

Length of school term.--In general, it is believed that no adult school in the early stages of development should have sessions more than one night a week. The session should not be prolonged over a long period of time; ten weeks seems a desirable term.¹ Due to a late start in the spring, the Missouri Valley program was held for nine weeks to avoid too much conflict with spring work and weather.

Course of study.--The courses that may be offered are limited to facilities and leadership available. An investigation should be made to determine whether an instructor will be available to teach each course before the class is actually opened to the public for enrollment.

The seven courses offered in Missouri Valley's adult program made up a balanced curriculum according to that suggested by Knowles. He includes: (1) recreational, (2) vocational, and (3) activity.² The curriculum must be constantly changing because membership eventually stabilizes and the same students participate year after year.

Capable teachers are necessary to satisfy the adults who attend classes. These teachers can often be found among the public school faculty or they may be other persons who have a definite interest in leadership of a group in a particular field. Four high school teachers and three teachers from Council Bluff's adult school were hired for the seven

¹Torbert, op. cit., pp. 46-47.

²Knowles, op. cit., pp. 88-93.

courses in Missouri Valley. Close contact between the teachers, the students, and the director of adult education helps to make the program a success in terms of community acceptance and cooperation.

Promotion.---The promotion of the adult program is one of the tasks that will be the responsibility of the director. He can obtain valuable assistance from the advisory committee. He should utilize all the agencies in the area. Publicity was channeled through the school pupils, the clubs and organizations, and the Missouri Valley Daily Times. Appendix VIII contains some photostatic copies of the stories that appeared in the newspaper. In many communities the stories released for publication will have to be written in the final form by someone close to the adult school. The director is often the person best suited for this task. Future plans in the Missouri Valley program call for bulletins and announcements printed through the cooperation of the local business men. Many adult schools permit the sponsors of these printed forms to place an advertisement upon the form. Another method is to list the names of the sponsors. The only commercially printed matter released by the adult school in Missouri Valley was a quarter-page advertisement in the newspaper.¹ The advertisement included an announcement of the opening of adult school and an enrollment form. The least expensive form

¹See Appendix VII.

of publicizing the adult school is through the word-of-mouth advertising that comes from the satisfied adult students. The program must offer a favorable emotional setting and should be filled with enthusiasm.

Recommended Philosophy for Those
Developing a Program

Adult education is present in our environment in many forms. Newspapers, motion pictures, radio, television, museums, libraries, and public and private educational institutions are some of the numerous vehicles that carry information to our adult populace. Organized adult education (planned by an agency in a community) should prepare people to make adequate and satisfactory use of these materials.

An agency that was initiated to adult education about 1915, the public schools in America, is today becoming increasingly important as a vital link in the life training of the individual.

Our public schools have accepted the duty of providing life-adjustment training for our youth. This task is so great that it lies within the realm of the improbable. Citing the contention that learning is a life-long process, it becomes apparent that public school education should not be terminal; it should be designed for lifetime continuation. The writer has followed this conviction in developing the program in Missouri Valley.

There is a definite trend in the direction of more

participation in adult education on the part of more schools of all sizes. This indicates there is a need for responsible personnel in the schools to have adult education training as a part of their professional preparation. It means, too, that more schools will need to grow in scope by following a course similar to that taken in Missouri Valley and in other communities. There are several patterns for adult programs; but each program must be tailored to serve the needs of each community.

In strengthening one's own convictions on the merits of adult education, and in preparing the community for a favorable acceptance of an adult program, the following benefits of the adult school should be considered:

1. A better community results from satisfied people.
2. Better school-community relationships are possible through adult participation in school-sponsored activities.
3. In order to derive all the benefits from the school, the facilities must be utilized after the regular school hours. The plant can accommodate adults inexpensively.
4. The satisfaction of individual growth is possible through opportunity to continue education.
5. A dynamic world requires informed and intelligent citizens. Rapid changes prove education should not terminate at the end of secondary training.
6. It provides a means of closing the gap between where the individual is and where he wants to be.
7. There is an increasing desire to pursue old interests and develop new ones.

8. An increasing number of people can find more time to continue their education.
9. Scientific studies indicate that adults can learn; middle life is a profitable period for study.
10. An opportunity to meet people of like interests presents itself in the adult program. The parents may have an opportunity to get better acquainted with the teachers of their children.

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APPENDIX I

APPENDIX

APPENDIX I

As a member of this community, your opinion is valued and respected. Your answers to the following questions will be greatly appreciated. Last year, courses in typing and upholstery were offered. We would like to know if an enlarged program would meet with the desires of the community. Please check your responses to the following questions.

1. Would you like evening adult classes in Missouri Valley High School?

Yes _____

No _____

2. Would you participate in the program if courses appealing to you were offered at very nominal cost?

Yes _____

No _____

3. Which of the following courses do you feel should be offered to adults of this community? (Check as many courses as you desire.)

Bookkeeping _____
 Business Law _____
 Business English _____
 Typewriting (Beginning) _____
 Typewriting (Advanced) _____
 Shorthand (Beginning) _____
 Shorthand (Advanced) _____

Public Speaking _____
 Human Relationship _____
 Psychology _____
 General Shop _____
 Woodworking _____
 Mechanical Drawing _____

Old Testament History _____
 New Testament History _____
 Training Methods for
 Sunday School Teachers _____

Sewing _____
 Hat and Bag Making _____
 Interior Decorating _____
 Upholstering _____
 Flower Arrangement _____
 Slip Covering _____
 Tailoring _____
 Cooking _____
 Ceramics _____
 Aluminum Etching _____
 First Aid _____

Ballroom Dancing _____
 Charm and Personality _____
 Reducing and Posture _____
 Gym Activities _____

Popular Piano Playing _____
 Orchestra and Band _____
 Dramatics _____

Others:

APPENDIX II

A SURVEY OF YOUR ADULT EVENING CLASS

1. Why did you take the course? (A brief explanation)

2. Was the class....
 Satisfactory____ Very Satisfactory____ Unsatisfactory____

3. What suggestions would you offer for improving the class in course content, teaching methods, meeting time, or any other phase of the course for adults?

4. Would you enroll in other courses if some in which you were interested were offered?

5. Which of the following courses would you like to have available for adult evening classes? (Check as many as you like)

Typing (Beginning)_____	Cooking_____
Typing (Advanced)_____	Upholstering_____
Shorthand (Advanced)_____	Sewing_____
Shorthand (Beginning)_____	Tailoring_____
Bookkeeping_____	Interior Decorating_____
Business Law_____	Household Engineering_____
Salesmanship_____	Psychology_____
Business English_____	Human Relations_____
Creative Writing_____	Social Dancing_____
Driver Training_____	Leather Craft_____
Others:	

Please complete this questionnaire and return it in the enclosed stamped, self-addressed envelope. Thank you!

APPENDIX III

HELP US PLEASE!

We need your advice. The Adult Education Advisory Council of Missouri Valley feels that the adult classes would help you and benefit the community. We want to offer a program of courses that you will take. Will you let us know your desires by checking the blanks below (check the column that most nearly reflects the way you feel). Then send this sheet right back to us. Thank you!

	GOOD IDEA	AM IN- TERESTED	WOULD ENROLL
PERSONAL DEVELOPMENT			
1. Public Speaking	_____	_____	_____
2. Psychology			
and Personality.	_____	_____	_____
of Raising Children.	_____	_____	_____
Getting Along With Others.	_____	_____	_____
Charm and Personality.	_____	_____	_____
Human Relations.	_____	_____	_____
3. Healthful Living.	_____	_____	_____
4. Improvement of Reading Skill.	_____	_____	_____
5. English Refresher	_____	_____	_____
6. Great Books	_____	_____	_____
7. Creative Writing.	_____	_____	_____
8. Current Events.	_____	_____	_____
9. Driver's Training	_____	_____	_____
HOBBIES AND RECREATION			
10. General Shop (Woodworking).	_____	_____	_____
11. Drawing and Painting.	_____	_____	_____
12. Leather Craft	_____	_____	_____
13. Amateur Astronomy	_____	_____	_____
14. Social Dancing.	_____	_____	_____
15. Getting More Out of Music	_____	_____	_____
16. Learn to Bowl	_____	_____	_____
17. Figurine Painting	_____	_____	_____
18. Photography	_____	_____	_____
19. Games--Badminton, V. B., etc.	_____	_____	_____
20. Your Figure--How to Improve It.	_____	_____	_____
21. Parlor Games--Chess, Bridge, etc.	_____	_____	_____
ADULT AGRICULTURE (Soils, Welding, etc., No Charge for Course)			

APPENDIX III, Cont'd.

	GOOD IDEA	AM IN- TERESTED	WOULD ENROLL
BUSINESS AND VOCATIONS			
22. Business Communications	_____	_____	_____
23. Salesmanship	_____	_____	_____
24. Display for Small Stores	_____	_____	_____
25. Shorthand (Beginning)	_____	_____	_____
26. Shorthand (Advanced)	_____	_____	_____
27. Typewriting (Beginning)	_____	_____	_____
28. Typewriting (Advanced)	_____	_____	_____
29. Bookkeeping	_____	_____	_____
30. Business Law	_____	_____	_____
HOME ARTS AND CRAFTS			
31. Child Care	_____	_____	_____
32. Basic Sewing	_____	_____	_____
33. Advanced Sewing	_____	_____	_____
34. Tailoring	_____	_____	_____
35. Upholstering	_____	_____	_____
36. Food Selection and Preparation	_____	_____	_____
37. Interior Decorating	_____	_____	_____
38. Gardening & Landscaping	_____	_____	_____
39. Slip Covering	_____	_____	_____
OTHERS: _____	_____	_____	_____
_____	_____	_____	_____

The NIGHT I prefer class meetings is: Monday_____ Tuesday_____
 Wednesday_____ Thursday_____ Friday_____

The LENGTH of classes I prefer is: One Hour_____ Two Hours_____
 One and One-Half Hours_____

I would like to have classes begin at: 6:30_____ 7:00_____
 7:30_____ 8:00_____ (P. M.)_____

COURSES WILL RUN FROM EIGHT TO TEN WEEKS.....

TUITION FOR MOST COURSES WILL BE FIVE DOLLARS.....

STUDENTS currently enrolled in high school may enroll for
 adult courses but will not receive high school credit.
 (Student must be at least sixteen years of age).

YOUR NAME _____ PHONE _____

APPENDIX IV

We will appreciate your checking the following questions so that we may plan a future program. We hope you have enjoyed participating in this year's program.

____yes ____no Should adult classes be continued next year?

Place a check mark in the column that indicates the way you feel.

	GOOD IDEA	AM IN- TERESTED	WOULD ENROLL
PERSONAL DEVELOPMENT			
1. Creative Writing	_____	_____	_____
2. Driver Training	_____	_____	_____
3. Psychology	_____	_____	_____
4. Public Speaking	_____	_____	_____
HOBBIES AND RECREATION			
1. Bowling (Fundamentals).	_____	_____	_____
2. Games (Badminton, V.B., B.B., etc.)	_____	_____	_____
3. Household Engineering	_____	_____	_____
4. Mixed Chorus	_____	_____	_____
5. Social Dancing	_____	_____	_____
6. Woodworking	_____	_____	_____
BUSINESS AND VOCATIONS			
1. Bookkeeping	_____	_____	_____
2. Business Law	_____	_____	_____
3. Salesmanship	_____	_____	_____
4. Shorthand (Beginning)	_____	_____	_____
5. Shorthand (Advanced)	_____	_____	_____
6. Typing (Beginning)	_____	_____	_____
7. Typing (Advanced)	_____	_____	_____
HOME ARTS AND CRAFTS			
1. Food Selection and Preparation	_____	_____	_____
2. Gardening and Landscaping	_____	_____	_____
3. Interior Decorating	_____	_____	_____
4. Sewing (Beginning)	_____	_____	_____
5. Dressmaking	_____	_____	_____
6. Suit Making	_____	_____	_____
7. Upholstering	_____	_____	_____
8. Other Courses:	_____	_____	_____

PLEASE USE THE BACK OF THIS SHEET FOR:

1. Comments on this year's program.
2. Suggestions for next year's program.

APPENDIX V

BY-LAWS OF THE ADULT EDUCATION COUNCIL
MISSOURI VALLEY, IOWAMembership

The members of the Adult Education Council shall not number more than twenty three (23), and they shall be nominated or automatically appointed after each year as follows:

- 2 Faculty members from the public schools who indicate an interest in adult education.
- 2 Administrators of the high school.
- 1 Member of the Board of Education.
- 18 Representatives appointed by local civic organizations and representatives-at-large who have a sincere interest in adult education.

The members shall serve for one year beginning June 1. Members-at-large shall be elected each year by the preceding Council before it goes out of office. All Council members may serve as many terms as they are elected.

Officers

The officers of the Council shall be a Chairman, an Assistant Chairman, and a Secretary. These officers shall be elected by the Council from its own membership for a term of one year, beginning June 1.

Organization

The Adult Education Council shall meet, pursuant to notice by the Secretary, near the end of the school year, but prior to June 1, for the purpose of organization, at which time officers shall be elected and membership be determined.

Meetings

A majority of the members of the Council shall constitute a quorum. Meetings of the Council shall be as

APPENDIX V, Cont'd.

follows:

1. Organization and planning meeting for the ensuing year shall be held prior to June 1.
2. Opening meeting to be held in September to arrange final details of opening school in October.
3. Special meetings shall be called by the Chairman, or in his absence, by the assistant Chairman, or by the written request of three members, for consideration of special matters.

Duties

It shall be the duty of the Chairman, or in his absence, the Assistant Chairman, to preside at all meetings of the Council, to call meetings, and to exercise all the functions that usually appertain to the office of a presiding officer.

The Chairman shall appoint committees as deemed necessary by the Council, each consisting of members of the Council.

It shall be the duty of the Secretary to record the minutes of the meetings and to perform such other secretarial duties as may be of assistance to the Chairman.

Director of Adult Education

The supervision and operation of the Adult Program shall be the responsibility of the Superintendent of Schools. He may select the director or he may perform the duties himself. These duties will include: announcing the program, registration, finances, hiring of instructors and other required personnel, and such other duties as will maintain and promote adult education in the community.

He shall request annually of the Board of Education permission to use the school plant and facilities and the participation of certain school personnel in the Adult Education Program.

APPENDIX VI

Dear

This is to confirm your appointment to the faculty of the MISSOURI VALLEY ADULT EDUCATION PROGRAM.

Your assignment is as follows:

Course: Advanced Sewing

First Session: March 17, 1952

Compensation: Five dollars (\$5.00) for each $1\frac{1}{2}$ hour class meeting to be held on Monday night for nine weeks, including the first session.

Mileage: For travel exceeding ten miles to Missouri Valley, mileage will be paid at the rate of ten cents (\$.10) per mile, the miles to be counted one way.

As you know, this assignment is contingent upon the development of an adequate enrollment. I shall appreciate your signing and returning the attached duplicate of this letter, agreeing to these conditions.

I hope your experience in our program will be a fruitful one.

Sincerely yours

Director of Adult Education

Supt. of Schools

Instructor's signature _____

APPENDIX VII

ENROLL NOW!

in the new

Adult Education Program

CLASSES BEGIN

Monday - March 17

MISSOURI VALLEY HIGH SCHOOL - 7:00 and 8:30 p. m.

COURSES OFFERED—

General Psychology

General Shop

Upholstering

Adult Mixed Chorus

Beginning Typing

Advanced Sewing

Drivers Training

ALL COURSES \$5.00 EXCEPT DRIVERS TRAINING

FILL OUT BLANK BELOW — ENCLOSE FEE

REGISTRATION BLANK
Please enroll me in the following classes:

..... at 7:00

..... at 8:30

SECOND CHOICE

.....

.....

.....

Mail to:
ADULT EDUCATION
High School
Missouri Valley, Iowa

Name

St. or Route

Town

Phone

Enrollment
Fee

\$

Anyone May
Enroll
16 years or over
and
within
Commuting
Distance

APPENDIX VIII

Adult Education Meeting Slated

A group of persons representing various community interests will meet next Tuesday evening to discuss the possibilities for adult education in Missouri Valley.

The group will be organized as an advisory committee on adult education if there is a favorable response to a program of adult courses.

The meeting will be held in the high school, room 106, at 8 p. m. Entrance to the building will be through the north door.

Adult Education Program Planned

The Adult Education Advisory committee held a meeting Tuesday night for the purpose of planning an adult education program for Missouri Valley. The needs and interests of the community will be determined by surveys conducted by the committee.

Another meeting was scheduled for Friday at 3:00 p. m. in room 205 of the high school.

Various organizations were represented. Organizations which were without representatives in attendance are invited to send some.

The members present at Tuesday's meeting were Mrs. Gail Kirk, Mrs. Dwight Keeney, Mrs. Fred Egan, Mrs. Jim Miers, Mrs. Marabel Starlin, Mrs. Hilda Allen, Miss Frances Kloppe, W. B. Wilcox, Rev. Rex Turner, Arthur Wisecup, Walter Gearhart, G. W. Bowman, and D. G. Stark.

Adult Education Survey Planned

The Adult Education advisory committee has compiled a list of courses into a questionnaire to be sent to adults in the community. The survey is being taken to determine the needs and interests of adults in this area. Questionnaires will be sent out early this week.

Seventeen committee members attended Friday's meeting at the high school. The committee is laying plans to start a program just as soon as sufficient interest is indicated.

The questionnaires will be sent home with high school and grade school students Tuesday.

Adult Education Questionnaires To Be Returned Soon

A questionnaire is being sent home today with all Missouri Valley school students. The questionnaire is for a survey being conducted to determine what courses should be offered to adults of the community. Adults are urged to complete the questionnaire and return it to the school tomorrow.

If sufficient interest is indicated in certain courses, those courses will be started immediately. The Adult Education Advisory committee plans to set up a permanent program and expand it from year to year. Cooperation of parents in this survey will be greatly appreciated by the committee.

APPENDIX VIII, Cont'd.

Seven Courses Are Offered Adults In Missouri Valley

Classes Will Begin
Evening Of
Mar. 17

Seven adult education classes will start March 17 and will be held each Monday evening through May 12.

The classes will begin at 7:00 and at 8:30.

As a result of the Adult Education survey taken last week, sufficient interest has been indicated to offer classes in psychology, beginning typewriting, advanced sewing, upholstery, general shop, adult mixed chorus, and driver training.

Interest was shown in several other courses and the Adult Education advisory committee believes that the courses will be offered in the future.

Registration for the above courses will be made by using the registration blank from the advertisement which will appear in tomorrow's Daily Times. The committee urges you to complete the blank and send in your payment immediately so you can be assured of getting into a class. Most classes will be limited in size. People will be enrolled in the order in which their registration forms are received.

Adults Should Enroll Now For Night Classes

Adults in Harrison county who plan to enroll for the adult classes at Missouri Valley high school are urged to send in their registration forms immediately.

Some courses may be offered at both 7:00 and 8:30 if enrollment is sufficient. Classes begin Monday night, March 17.

If a registration blank from last Wednesday's Daily Times is not available, a plain piece of paper with your name and the first and second choices of courses will be accepted. The registration fee of five dollars should also be sent.

The faculty for the courses in general psychology, general shop, advanced sewing, beginning typing, adult mixed chorus, upholstery and driver's training is now complete.

APPENDIX VIII, Cont'd.

Outline Courses Offered Here In Evening School

The seven adult classes beginning Monday night, March 17, at Missouri Valley high school offer wide interest satisfaction. Three of these classes offer opportunities as outlined by the instructors.

General shop will offer an opportunity to learn the skills of using power tools for wood-working. Leather craft, refinishing, minor electrical repairs, and general information on common home repairs will make the course interesting to both men and women. The instructor will be John Sheldon, shop instructor in Council Bluffs. Mr. Sheldon would also give instruction in plastics, copper work, and other crafts.

General psychology will be under the direction of George W. Bowman, high school principal. Mr. Bowman is a former psychology teacher. The course will be designed to fit the interests and desires of the class members. These areas will be included: getting along with others, child psychology, psychology of propaganda, personality and individual differences, learning processes, and motivations and responses. Psychology is an interesting and helpful subject.

Bob Ashton of the high school vocal music department will be the leader for adult mixed chorus. Mr. Ashton has organized and directed many music groups in Omaha. His music background and experience qualify him as one of the best in this field. People interested in becoming a part of a mixed chorus should take advantage of this opportunity.

Extend Invitation To Night Classes

If you live within traveling distance of Missouri Valley you are invited to attend the evening classes for adults at the high school.

"Come alone or invite your friends to join you in one or two of the classes beginning next Monday night," the sponsors said.

If you enroll for one of the 7:00 p. m. classes, beginning typing, psychology, or driver's training, you may enroll also for one of the 8:30 classes: adult mixed chorus, general shop, or upholstering.

Mixed Chorus Fee Set At a Dollar

Through special arrangements and expectation of a large enrollment, the fee for adult mixed chorus has been set at one dollar. It is hoped this arrangement will enable many more folks to participate in the chorus.

The group will meet at 8:30 p. m. Monday. Bob Ashton, prominent music director in Omaha, will be in charge of our group. High school students over 16 years of age are invited to enroll.

APPENDIX VIII, Cont'd.

Adult School Opens Monday

Adult evening classes begin next Monday, March 17, at Missouri Valley high school. Driver's training, beginning typing, and general psychology will begin at 7:00. Advanced sewing, upholstering, adult mixed chorus, and general shop will start at 8:30.

Enrollment in the classes is proceeding very nicely. Driver's training and advanced sewing are already filled. General psychology is attracting many people and it is hoped that others will enroll for this worthwhile and interesting course.

Adult mixed chorus affords a fine opportunity for group singing. There is room for more people in this group and a larger group means a better chorus.

General shop will need about nine more people to round it out. Both men and women should enroll for the variety of things that will be covered here.

Typing and upholstering have room for only two or three more people. If you want to be assured of a place in a particular class, please call the high school office and leave your name. You may register Monday night if you prefer.

Many Interests Stimulated In Adult Classes

The adult evening classes at Missouri Valley high school are stimulating many interests and glowing with many talents.

The folks in the general shop classes are working on varied projects. Many very fine articles are being made from leather. Beautiful designs add to the attractive appearance of the leather purses, billfolds, key cases, belts, and gun slings. Interesting lamps are being made from wood and plastics.

The wood turning lathes are being used along with the other power tools. Safety and care of tools and equipment are being stressed. John Sheldon, instructor, has supplied a pattern for a special-design lawn chair which is being made in the shop.

The advanced sewing class members are making some lovely and stylish clothing. Projects are underway on ladies' suits and coats, dresses, and children's coats. Mrs. Edna McElwain is giving instruction in the details of good sewing. Many of these garments will be displayed this spring.

Other classes are providing many activities for the people attending adult school.

APPENDIX VIII, Cont'd.

Adult Classes, Vocal Groups To Present Program

The Missouri Valley adult education classes and the public schools vocal music groups will present a program to the public on Wednesday, May 21, in Memorial gymnasium.

Featured in the program will be the vocal music groups of grades five through eight, the girls glee club, boys quartet, and the adult mixed chorus. Various displays of the adult evening classes will be set up in the gymnasium so the community may view the work.

A highlight of the musical program will be Eldon Rashleigh's solo, "Because." He will be backed by the chorus in the excellent arrangement of this popular number.

Mr. Rashleigh has made numerous appearances as a soloist. Not only has he been popular with his singing, but he has in the past been appreciated for his ability to whistle. Mr. Rashleigh enjoys adult mixed chorus very much and feels it adds something to the community.

The program starts at 8:00 p. m. and the public is invited to attend. There will be no admission charge.

Missouri Valley Has Adult Education Fete

The World-Herald's News Service.

Missouri Valley, Ia.—The Missouri Valley adult education program under the supervision of Donald Stark presented "An Exhibit and Musicales" Wednesday evening in Memorial Gym. Booths contained job projects of the participants.

A choral concert, combining school groups with the adult education chorus, was presented.

Accomplishments Of Adult Classes To Be Shown Soon

The seven adult classes at Missouri Valley high school will publicly display their efforts and results at a program Wednesday night, May 21, in Memorial gym. The program gets under way at eight o'clock and will last about one and one-half hours.

The adult mixed chorus will entertain together with vocal groups from high school, and the grade schools.

Displays will be arranged in the gym to show what has been accomplished in the other six classes. Psychology, typing, driver's training, upholstery, shop, and sewing classes will be represented. Nicely upholstered furniture, attractive leather work, woodwork, and lovely dresses and other articles of clothing may be seen. The public is urged to attend the program in Memorial gym.

APPENDIX VIII, Cont'd.

Crowd Of 700 Attends Adult School Program

The Adult Education classes of Missouri Valley presented a superb climax to a successful spring session with a fine program and exhibit Wednesday night. The program was held in Memorial gymnasium and more than 700 people turned out for the occasion.

The vocal music groups presented an excellent and entertaining evening of selections. A lovely atmosphere was created by special lighting effects. Spring flowers added pleasing fragrance and beauty to the auditorium. Display booths in the rear of the auditorium were filled with various articles and items which resulted from the work of the adult classes.

D. G. Stark, director of Adult Education, was the speaker. Mr. Stark talked about the value of the adult education program to the community. He expressed his appreciation for the fine way in which the program had been received in the community. He reminded the audience that "Learning is a life long process."

"Let's stop pinching our public education dollars to see how cheaply we can get by; let's find the cost for the best and plan to get it," Mr. Stark said.

Under the direction of Bob Ashton, the adult chorus and the public school vocal groups gave the audience many enjoyable moments with their fine arrangements. The grade school and junior high girls sang "My Hero." The eighth grade girls quartet sang, "Look for the Silver Lining" followed

by "Over the Rainbow" which was sung by the Valleyettes. The girls glee club presented, "Let There Be Music and "Spirit Flower." The ever popular "Halls of Ivy" was well received.

Linda Frazier, played a piano solo, "Valse." The boys quartet did a grand job of "Under the Beautiful Moon" and "You're a Grand Old Flag." Mary Ann Harder then gave a vocal impression of Clyde McCoy's "Sugar Blues." The girls quartet presented a most pleasing and novel arrangement of "Sunny Side of the Street" and also sang "Be Anything."

The adult chorus and the mixed chorus presented "Great Day", "Because", "Soonah Will Be Done", "As Torrents", "Hallelujah, Amen", and a stirring finale "Battle Hymn of the Republic". Eldon Rashleigh sang "Because."

Rev. Rex Turner, master of ceremonies, presented a corsage to Mrs. Bob Ashton, the lady who had traveled farthest for the program.

The upholstering class displayed furniture which had been upholstered in evening classes. Dresses and suits were displayed by the sewing class. The shop class displayed some wood work and items of leather. The drivers' training class set up some recreation equipment and safety posters. Typing and psychology classes were also represented in the exhibits.

The program was under the direction of D. G. Stark. Bob Ashton staged and conducted the choral groups. Richard Morris supervised the installation of the excellent lighting.

Miss Klopping and her home economic girls arranged the flowers. Harry Risney installed and tested the sound equipment. Norman Sweet created some fine signs and posters.

APPENDIX IX

Course Completion Card

MISSOURI VALLEY PUBLIC SCHOOLS

ADULT EDUCATION DIVISION

This is to certify that _____
has successfully completed a
course in _____

Signed _____
Instructor

_____ 195_____

Instructor's Class Card

MISSOURI VALLEY ADULT EDUCATION PROGRAM

Term: _____ 195_____

Course: _____

Name: _____

Address: _____

Occupation: _____

Education: _____
1 2 3 4 5 6 7 8 9

Office Record Card

MISSOURI VALLEY ADULT EDUCATION PROGRAM

Name _____ Date _____

Address _____ Phone _____

Occupation _____

Education 6 7 8 9 10 11 12 1 2 3 4 Other _____
(circle last year) (college)

.....

Course title	Hour	Fee	Other charges	Amount
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Instructor _____ Absences _____

High school credit _____ Comments _____